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ABSTRACT

In 1983, an institutional development approach was established in Swaziland with the goal of achieving universal primary education. The United States Agency for International Development, in cooperation with the government of Swaziland, awarded a contract to Ohio University (Athens) to provide institutional and technical assistance to implement the project. The first section of this report introduces the project and provides background. The second section presents the essence of the contract regarding the work which was to be accomplished under the Swaziland Teacher Training Project, and shows how the statement of work was modified during the course of project implementation. The third section provides a brief description of project inputs and outputs on the part of each of the participating agencies. The fourth section is divided into summary statements related to the major areas of accomplishment achieved by the project. The focus of the fifth section is on "lessons learned" from the project, drawn from the evaluations conducted by external evaluators and the experience of those engaged in carrying out the project. In the sixth section, recommendations are made on the Bachelor of Education and Diploma programs, curriculum and staff development, and inservice education. (JD)

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SWAZILAND TEACHER TRAINING PROJECT

PROJECT NUMBER 645-0214

1984-1990

FINAL REPORT

Sponsored by

The United States Agency for International Development

and

The Government of Swaziland

Under Contract With

The College of Education
Ohio University
Athens, Ohio 45701

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SWAZILAND

TEACHER TRAINING PROJECT

PROJECT NUMBER 645-0214

1984-1990

FINAL REPORT

Prepared by

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Campus Coordinator

Dr. Donald Knox
Chief-of-Party
1984-1989

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TABLE OF CONTENTS

		Page
I.	INTRODUCTION: PROJECT BACKGROUND	1
II.	CONTRACTOR STATEMENT OF WORK: PLANNED/REVISED	1
	A. Original Statement of Work	2
	B. Scope of Work	4
	C. Administration of the Swaziland Teacher Training Project	7
	D. Modifications to the Statement of Work	8
III.	A SUMMARY OF PROJECT INPUTS AND OUTPUTS	10
	A. Financial Contribution by USAID	10
	B. Summary of Project Inputs-USAID Contributions	11
	C. Financial Contributions by GOS	16
	D. Summary of Project EOPS and Outputs	17
IV.	OVERALL ACCOMPLISHMENTS OF THE CONTRACT	23
	A. A Department of Primary Education at the University of Swaziland	23
	B. The Participant Training Program in the United States	30
	C. In-Service Education	31
	D. Uses of Short-Term Technical Assistance	39
	E. Commodities Purchased	41
	F. Reports and Papers Prepared	45
V.	LESSONS LEARNED FROM INTERNAL/EXTERNAL EVALUATIONS	47
	A. General	47
	B. Project Design	49
	C. Project Implementation	51
	D. Specific - In-Service	55
VI.	RECOMMENDATIONS	56
	A. B.Ed and Diploma Programs at UniSwa	57
	B. Curriculum and Staff Development at the TTCs	60
	C. In-Service	62

SWAZILAND TEACHER TRAINING PROJECT

FINAL REPORT

I. INTRODUCTION: PROJECT BACKGROUND

In the 1970s the Government of Swaziland established as a primary goal the achievement of universal primary education by 1985. Movement toward the achievement of this goal moved rapidly but unfortunately, at the expense of the quality of education provided Swazi students. In recognition of this problem, the Ministry of Education (MOE) was dedicated to the task of producing better-qualified and more highly motivated teachers who were capable of improving the quality of instruction to Swazi students.

Discussions with representatives of USAID/Swaziland led to an agreement and the development of a Request for Technical Proposals (RTFP) Number Swaziland 84-001 which was issued November 1, 1983. The RFTP called for an institutional development approach which would emphasize qualitative improvements in the teacher training process.

Following the submission of a proposal and a site visit in February of 1984, Ohio University in Athens, Ohio was awarded and signed on March 31, 1984 a contract to provide the AID-financed institutional and technical assistance to implement the project.

II. CONTRACTOR STATEMENT OF WORK: PLANNED/REVISED

The purpose of this section of the report is two fold: (1) to present the essence of the contract between USAID and the Institutional Contractor regarding the work which was to be accomplished under the Swaziland Teacher Training Project, and

(2) to show how the statement of work was modified during the course of project implementation.

A. Original Statement of Work

As a result of the planning done by the GOS and USAID, Article I (Statement of Work) of the contract stated that the objective of this contract shall be "To increase the Government of Swaziland's (GOS) capacity to produce better-qualified and more highly-motivated teachers capable of improving the quality of instruction available to Swazi students through the use of more appropriate curriculum materials and teaching methodologies."

The goals for the project included the following: "For Swaziland to have a well-coordinated teacher training system that will include:

(1) an expanded capacity at the University of Swaziland (UniSwa) to train qualified teacher educators for the faculty of Teacher Training Colleges (TTC);

(2) close coordination between the National Curriculum Center (NCC) and the Teacher Training Colleges to assure the introduction of improved primary curricula into the curriculum of the colleges;

(3) functioning in-service training programs utilizing the facilities of the Teacher Innovation and Development Centers (TIDC) and the new curriculum materials developed by the National Curriculum Center (NCC); and

(4) increased capacity within the Ministry of Education to effectively supervise and coordinate teacher training activities both for pre-service candidates and in-service teachers."

By the end of the project, it was anticipated that there would be:

(1) A functioning Department of Primary Education as a new entity at UniSwa.

(2) Swazi graduates of UniSwa with B.Ed degrees or two-year Diplomas in Primary Education, qualified to serve as TTC tutors, head teachers, MOE officers and in other leadership positions.

(3) Swazis trained in the U.S. to the Masters degree level in appropriate fields of primary education, to the Bachelors degree level in specialized fields and in special short-term programs to replace U.S. project staff and assume leadership roles in TTCs, TIDCs and the MOE.

(4) Equipped and functioning TIDCs.

(5) An institutional base established for the systematic and effective in-service training of head teachers, deputy heads, and senior teachers in the 500 primary schools, and for the development of staff of the TTCs and the Inspectorate.

(6) Revised programs of studies in the TTCs which coordinate the curriculum to prepare primary teachers to effectively use the new primary school curriculum and supportive instructional materials.

Furthermore, it was anticipated that, over the five-year period of the project, approximately 60 Swazis would be trained in primary education to the diploma level and 16 Swazis to the degree level, the exact number in each would depend on the mix of students in the two programs. The majority of the Swazis who completed the B.Ed degree were slated for positions as tutors in the Teacher Training Colleges for the first 5-10 years following establishment of the program at UniSwa. As the TTCs become locally staffed with trained persons, it is expected that graduates will begin to move

into leadership positions as head teachers, deputy heads, inspectors, and specialists in MOE positions.

It was assumed that once the training programs were established there would be an annual output of 8-10 Swazis from the programs.

B. Scope of Work

The plan, as designed, obligated the Contractor (OU), working closely with the GOS, to work for the accomplishment of the project objectives through the provision of long and short-term technical assistance personnel, through implementing all project funded long- and short-term participant training, and by procuring project-financed commodities.

1. Technical Assistance - Long-Term

The Ohio University was designated to provide 20.5 person years of long-term technical assistance over the life of the project. One member of the U.S. team designated as the Chief-of-Party was assigned as Advisor to the Chief Inspector for Teacher Education and Curriculum and housed in the MOE. Two members were assigned as Teacher Education Advisors to UniSwa. Two members were assigned as Teacher Educator Curriculum Development Advisors to work with the three TTCs. Another member served as an In-Service Training Advisor. In addition, one member was designated as National Curriculum Center Advisor and was housed at the National Curriculum Center.

Prior to the signing of the contract, the proposing

institution was expected to recruit and nominate specialist to fill the positions discussed below. Nominations were forwarded as one part of the proposal for consideration and concurrence by the GOS and USAID/Swaziland.

(a) Chief of Party and Teacher Education Advisor to MOE Inspectorate

Qualifications: An earned doctorate and experience in developing teacher pre-service and in-service training programs and in curriculum development.

(b) Teacher Education/Curriculum Development Advisors (2) (UniSwa)

Qualifications: Earned doctorate, teaching experience and curriculum development experience for primary teacher preparation programs.

(c) Teacher Education/Curriculum Development Advisors (2) (TTCs)

Qualifications: Earned doctorate and 10 years experience in teaching curriculum development to pre-service and in-service teachers.

(d) In-Service Training Advisor

Qualifications: Earned doctorate and 10 years experience developing and implementing training programs for in-service teachers.

(e) National Curriculum Center Advisor

Qualifications: Earned doctorate and extensive experience in curriculum development and writing.

2. Technical Assistance - Short-Term Consultants

The project plan provided for the contractor to supply 23 person months of short-term consultant services during the life of the project.

It was understood at the beginning of the project that projections of future needs for short-term technical assistance

would be made but that these were tentative. In the implementation of the project specific needs would arise which would dictate the qualifications and terms of service required of the consultants selected.

3. Participant Training for Selected Swazis

The project provided for a total of 23 person years of participant training in the United States. Participants for training in the U.S. were to be selected by the MOE and/or UniSwa in consultation with USAID/Swaziland and the project team.

Schedules for out-of-country training for the participants were arranged to allow each to return from training for appropriate orientation to the position assumed before the conclusion of the project in 1989.

In addition, provisions were made for USAID and the GOS to share the cost of training at UniSwa for 16 individuals for the B.Ed degree and for 60 participants in the Diploma program at UniSwa.

4. Commodities

The design of the commodity budget was dictated by three major areas treated within the scope of the Swaziland Teacher Training Project. These areas were (1) the establishment of both a B.Ed degree and a Diploma program at UniSwa; (2) the needs of TTCs and TIDCs for a variety of materials and equipment treating primary education; (3) kits appropriate to primary school needs; and (4) the requirement of a wide range of equipment, consumable and reference materials for use in the various factors of the in-

service education program. Approximately $725,000 was to be budgeted in the project for materials anticipated to supply the areas listed above.

The contractor was assigned the responsibility for procuring project-financed commodities in the U.S. and Swaziland. The commodities to be procured were grouped into three categories: (1) books/references/publications for UniSwa, TIDCs and the TTCs; (2) audio-visual equipment and teaching aids to provide instructional supports to UniSwa, TIDCs, and in-service activities; (3) kits; and (4) supplies, maintenance and communications.

C. Administration of the Swaziland Teacher Training Project

The administrative plan for the Swaziland Teacher Training Project was designed to maintain a cooperative effort among the Ministry of Education (MOE), University of Swaziland, Ohio University (funded contractor) and USAID. The OU was designated to administer the contract through the College of Education of Ohio University. An OU-based Project Coordinator, in cooperation with appropriate Ohio University staff, was assigned the responsibility to recruit specialists for assignment to the project team, order and ship commodities, coordinate participant training in the U.S., bear responsibility for maintaining records as required for periodic audit, and assure that fiscal procedures were consistent with institutional practices. The MOE had overall responsibility for primary education in Swaziland and therefore assumed the responsibility to provide overall coordination of the project in

consultation with all agencies involved in the project.

D. Modifications to the Statement of Work

The Swaziland Teacher Training Project, as developed originally, required a few changes as it was being implemented between 1984 and 1990. The major objectives remained the same; only the efforts made to achieve them required some adjustment and modification.

1. At the initiation of the project in 1984, it was assumed that the Faculty of Agriculture at UniSwa would be more heavily involved than they were in the provision of service courses to the B.Ed in Primary Education program. Consequently, a teaching concentration for the B.Ed program in the areas of Home Economics and Agriculture did not materialize.

2. The proposal included the development of a National Model Innovation and Teacher Resource Center which would service TIDCs and TTCs. This model was viewed to not be practical at this stage of development and attention was directed to activating the nonfunctioning TIDCs and equipping each of them and the TTCs with basic media and resource materials.

3. As proposed, it was expected that the project would end March 30, 1989. Through amendments, the project was extended to June 30, 1989 to accommodate the university calendar and later to January 30, 1990 to allow for the arrival of all commodities and to facilitate plans for in-service for the 1989-90 year. Further

extensions to August 31, 1990 were made to allow the Chief-of-Party to return to assist a USAID team to evaluate the impact of the project and to facilitate the collection and analysis of questionnaires used in a survey of all Swazi teachers to determine teachers' views of future needs for training of teachers.

4. The amount of time provided for short-term consultancies was increased over the life of the contract from 23 to 40 person months. This increase in technical service allowed for attention to be given to areas of need which were not identified at the beginning of the project.

5. With the extensions of the contract, the provisions for long-term technical services were increased from 20.5 to 24.6 person years. This provision increased both the amount and the nature, in one case, of the assistance provided to UniSwa, TTCs and the in-service programs. UniSwa received four additional months of technical assistance; the TTCs and in-service areas were increased to 37 months including the addition of an advisor with expertise in Practical Arts; and 7 months of additional service was applied to the Chief-of-Party position. In each case the additional technical assistance was valuable to the achievement of the objectives and the institutionalization of changes made.

6. The original budget was also amended to provide additional support to in-country training and the purchase of

commodities for UniSwa, TTCs, TIDCs and primary schools.

III. A SUMMARY OF PROJECT INPUTS AND OUTPUTS

This section of the report provides a brief description of project inputs and outputs. Further explanations of many of the project components will follow. At this point it is well to reemphasize the fact that the Swaziland Teacher Training Project was a cooperative effort and that there were inputs by each of the participating agencies. In addition, there was the input of time and effort of many persons which cannot be reflected in a summary such as this. However, the participation and cooperation of these persons and groups contributed greatly to the outputs of the project.

A. Financial Contribution by USAID

The following listing enumerates the projected and actual expenditures made from the funds provided in USAID/Ohio University contract. The amounts cover the period from March 31, 1984 through August 31, 1990 as provided by Amendment Modifications No. 7, No. 8 and No. 9 (No. 7 deleted the original budget breakout and substituted the amounts listed below; No. 8 extended the completion date with limited activities through July 31, 1990; and No. 9 further extended the completion date through August 31, 1990.)

Financial Inputs March 31, 1984 - August 31, 1990*

Categories	Planned Contrct Budget	Actual Expenses
Salaries	1,830,665	1,762,525
Benefits*	504,966	490,176
Travel/Transportation	471,725	451,901
Allowances	- 0 -	- 0 -
Equipment, Supplies, Kits	958,451	875,303
Other Direct Costs	66,921	60,117
Participant Training (In-country and U.S.)	537,346	476,914
Overhead	1,403,747	1,344,758
TOTAL	5,773,821	5,461,694

*In the Ohio University accounting system, employees share of retirement benefits is charged to the "Benefits" account. Thus, the actual benefits paid by the contract is less than this amount and the actual salaries paid is greater than indicated.

B. Summary of Project Inputs - USAID Contributions

1. Technical Assistance - Long-Term

Planned	Actual
a. Chief-of-Party and Teacher Advisor to MOE Inspectorate	a. same
b. Teacher Education/Curriculum Development Advisors (2-UniSwa)	b. same
c. Teacher Education/Curriculum Development Advisor (2-TTCs)	c. same plus an advisor with specialization in Practical Arts
d. In-Service Training Advisor	d. same
e. National Curriculum Center Advisor	e. same

PLANNED: 20.5 PERSON YEARS ACTUAL: 24.5 PERSON YEARS

See Table 1 - Listing of persons who filled these positions.

TABLE 1

LONG-TERM TECHNICIANS - 1984-1990

AND ADMINISTRATIVE ASSISTANT

Name	Contract Duration	Area of Specialization
Dr. Donald Knox	61 mos. 1984-1989	Chief-of-Party, Teacher Advisor to MOE
Dr. Iva Zajicek	30 mos. 1985-1987	Teacher Education Advisor Uniswa
Dr. Carol Christy	30 mos. 1986-1989	Teacher Education Advisor UniSwa
Dr. Irma Allen	60 mos. 1985-1990	Teacher Education Advisor TTCs, In-Service Training Advisor and Chief-of-Party
Dr. David Balzer	44 mos. 1985-1989	Teacher Education Advisor TTCs
Dr. Reba Pinney	30 mos. 1985-1987	In-Service Training Advisor
Dr. Richard Walker	12 mos. 1985-1985	National Curriculum Center Advisor
Mr. James Dick	23 mos. 1987-1989	Teacher Education Advisor (Practical Arts) TTCs
Dr. Albert Shuster	4 mos. 1989-1989	Teacher Education Advisor UniSwa
Mrs. Breda Stevens	58 mos. 1985-1990	Administrative Assistant

TOTAL PERSON YEARS OF TECHNICAL ASSISTANCE = 24.5

TOTAL PERSON YEARS OF ADMINISTRATIVE ASSISTANCE = 4.9

2. Technical Assistance - Short-Term

PLANNED: 23 PERSON MONTHS ACTUAL: 37 PERSON MONTHS

See Table 2 for a listing of persons who filled these positions.

3. Participant Training - In the United States

Planned	Actual
22 Swazi participants to U.S. for M.Ed degree programs.	A total of 22 Swazi participants came to the U.S. for study.(13 completed M.Ed degrees; 2 completed B.Ed degrees and 7 completed a special program in Library and Media.)

See Table 3 for a listing of persons who were participant trainees in the U.S.

4. Participant Training - In-Country

Planned	Actual
Half of support to be paid under the contract for 16 individuals to complete B.Ed degree and 43 individuals to complete Diploma programs at UniSwa.	In the 1989-90 academic year 43 students will have completed the Diploma program at UniSwa and 13 students will have completed B.Ed degree with plans for 3 additional B.Ed candidates to finish by August 31, 1991.

TABLE 2

SHORT-TERM TECHNICIANS - 1984-1990

AND

EXCECUTIVE VISITORS

Name	Contract Duration		Area of Specialization
Short-Term			
Dr. Albert Leep	8 weeks	1984	B.Ed and Diploma Pro
Dr. Milton Ploghoft	3 weeks	1985	Staff Development
Dr. Barbara Reeves	9 weeks	1986	Special Education
Dr. James Steele	11 weeks	1986	Math/Science
Dr. Sam Bolden	7 weeks	1986	Competency Instrument
Dr. Sally Navin	14 weeks	1986	Guidance and Counsel
Dr. Milton Ploghoft	3 weeks	1986	Teacher Education
Dr. Seldon Strother	11 weeks	1987	Self-Study/Inst.Approv
Dr. Albert Leep	1 week	1987	Self-Study
Dr. David Jacoby	9 weeks	1987	Physical Education
Mr. Stan Planton	9 weeks	1987	Media and Library
Mr. Bill Rothman	10 weeks	1988	Business/Career Educa
Mr. Don Flournoy	9 weeks	1988	Cassett Tech/Dist.Tea
Ms. Janet Ramsay	10 weeks	1988	Teach.Eng.as Sec.Lang
Mr. Stan Planton	10 weeks	1988	Library and Media Ser
Dr. Pat Baasel	12 weeks	1988	Child Development
Dr. Albert Squibb	10 weeks	1989	Industrial Arts
Dr. James Scholten	10 weeks	1989	Music Education
Dr. Donald Knox	3 weeks	1990	Evaluation

TOTAL PERSON MONTHS OF TECHNICAL ASSISTANCE = 37 PERSON MONTHS

Executive Visitors			
Dr. William Rader	1 week	1985	Executive Visit
Dr. Allen Myers	1 week	1985	Executive Visit
Dr. Albert Leep	2 weeks	1988	Executive Visit
Dr. Charles Ping, President, OU	1 week	1989	Executive Visit

TOTAL WEEKS EXECUTIVE VISITORS = 5 WEEKS

TABLE 3

PARTICIPANT TRAINING PROGRAM AT OHIO UNIVERSITY

Total Time Alloted: 23 Person Years or 276 Person Months of Long-Term Training

Area of Study	Name	Depart	Return	Mos	Assign
Elem Ed Lang Arts	(MEd) N Dlamini	30-8-85	30-3-87	18	UniSwa
Elem Ed	(MEd) D Nhlabatsi	30-8-85	30-8-86	12	TTC
Elem Ed	(MEd) L Mdluli	30-8-85	30-11-86	12	TTC
Elem Ed P.A.	(MEd) A Myeni	30-8-85	30-11-86	12	TTC
Elem Ed	(MEd) R Shongwe	30-8-85	30-8-86	12	TTC
Elem Ed	(MEd) L Nkambule	30-8-85	30-8-86	12	TTC
Elem Ed P.A.	(MEd) J Ndabudelwayo	30-8-85	30-3-87	18	UniSwa
Elem Ed Soc Stu	(MEd) E Thwala	30-8-85	30-3-87	18	UniSwa
Educa Admin	(MEd) B Dlamini	1-86	15-2-87	13	TTC
Physical Educa	(BEd) E Sibiya	24-3-87	2-12-89	34	TTC
Inservice Educa	(BEd) N Khumalo	12-87	16-8-89	24	Ins
Elem Ed	(MEd) M Saulus	12-87	12-88	12	TTC
Elem Ed	(MEd) G Mkhwanazi	12-87	12-88	12	TTC
Elem Ed	(MEd) T Nhlengetfwa	12-87	16-6-89	18	UniSwa
Library & Media	(MEd) D. Makhubu	28-3-88	2-5-89	14	TTC
Library & Media*	(N.Deg) B Nkomo	28-3-88	20-8-88	5	WPC
Library & Media*	(N.Deg) W Mavimbela	28-3-88	20-8-88	5	TIDC
Library & Media*	(N.Deg) R Nxumalo	28-3-88	20-8-88	5	TIDC
Library & Media*	(N.Deg) M Musi	28-3-88	20-8-88	5	NCC
Library & Media*	(N.Deg) M Dlamini	28-3-88	20-8-88	5	TTC
Library & Media*	(N.Deg) M Hlophe	28-3-88	20-8-88	5	TIDC
Library & Media*	(N.Deg) H Khumalo	28-3-88	20-8-88	5	TIDC

*Special Six-Month Course in Library and Media.

Total number of person months used by the end of January, 1990 is 276.

5. Commodities

Planned	Actual
Following the negotiations of the contract of $710,000 was designated for Equipment and Supplies which allowed $408,000 for equipment and supplies and $302,000 for In-Country Participant Costs. The budget was amended in 1988 and 1989 and increased the amount for Equipment and Supplies to $746,806 and additional $211,645 for Kits.	As of January 18, 1990 a total of $912,352 had been expended on equipment, printed matter and supplies for UniSwa, TTCs, TIDCs and and Kits for primary schools.

C. Financial Contributions by GOS

Planned	Actual
In 1983 it was projected that the GOS would support 29% of the total costs of the proposed project for a total of $2,641,000 (as modified in Amendment No. 7). These financial contributions would cover the following items:	Specific information was not available to Project personnel except for items listed. However, in a USAID in-house report developed by Max Gonson it was concluded that the GOS made a significantly greater contribution than the proposed 29% of the total cost, much of which was in-kind expenditures.

New Positions (6)	
Training Cost - U.S.	
International Transport	
Local Salaries	
Training Cost - UniSwa	
Half of Training Cost	E307,127
Salaries	
In-Service	E537,000

Sites for In-Service
Per Diem and Transport
Cost for Participants
Commodities - Unspecified
Housing for 4 Peace Corps
Volunteers
Office Space and Equipment
for Technical Assistants
Housing Maintenance and
Repair for Technical
Assistants
Job-Related Transport
Clerical Service as Required
75% of Printing Costs
Time contributed by MOE,
UniSwa and TTC officials
to project activities

D. Summary of Project EOPS and Outputs

Below is a summary of the EOPS and the planned outcomes that were established in 1984 and 1985 and the progress made toward the achievement of each by 1990. The achievements made in six categories related to these will be discussed in more detail in Section IV "Overall Accomplishments."

Project Purpose

To improve and expand the capacity of Swaziland's teacher training system to educate and support primary school teachers.

Progress Toward Meeting EOPs

1. EOPS: The Swaziland Teacher Training Colleges (TTCs) will be graduating at least 300 primary school teachers per year; the graduates will be qualified to teach the new primary school curricula.

Progress: The qualitative aspect of this EOPS remains valid and progress continues on target. The quantitative specification of the colleges turning out 300 primary school teachers will not be possible. For the past several years the colleges have taken in only approximately 150 new students per year (although this figure will rise to over 200 in 1990). This was due to a decision made by the Minister of Education

in 1985 after it was found that the colleges were preparing more teachers per year than could be assimilated into the system. Projections for the years 1990, 1991, and 1992 are as follows:

College	Primary			Secondary			Total
	III	II	I	III	II	I	
Nazarene	27	49	27				103
Ngwane	65	55	120				240
W.P.C.	54	51	0	64	92	67	328
Totals	146	155	147	64	92	67	
	(90)	(91)	(92)				

Projected intakes for PTD 1990 are: Nazarene, 30; Ngwane, 120 and William Pitcher, 60.

Since government no longer constructs primary school classrooms, this is left up to the local communities. Government will, however, furnish a teacher for each classroom which is constructed. There were no teachers coming out of the primary teacher colleges in 1989 due to the initiation of the three-year diploma program. Therefore, 1989 was a vacant year, and teachers will once again begin graduating in 1990. Year III of the new college curriculum has now been implemented. In addition to the above all colleges are undergoing a process of "self-study" which hopefully will lead to an "institutional approval" by the Board of Affiliated Institutions and the Ministry of Education. All Evaluation Standards have been developed and approved. The lecturers at William Pitcher College and at Nazarene College conducted their self-study in relation to these standards in late 1989 and William Pitcher College underwent a College visit prior to the end of this project.

2. EOPS: UniSwa (University of Swaziland) will be producing 8-10 educators of primary teachers per year.

Progress: The qualitative aspect of the EOPS remains valid. The fourth class of B.Ed students was admitted to the program in late August of 1989. The first priority for admission to the program is for the upgrading of teacher college lecturers. Early classes were small due to the fact that college lecturers were unable to come into the program because of financial constraints. Once the Kellogg Foundation Grant ($540,000 over a five-year period) was in force, the project was able to count on an intake of from five to seven students per year. This program is now supporting twenty students with full bursaries and salaries. All courses for the four-year program have been developed and are now operable. The first B.Ed graduates completed their studies

in April, 1989. All four of the participants selected for positions in this area have been trained to the M.Ed level and have returned to these positions. The last one returned in June, 1989. The University has created a Department of Primary Education. The program is in place. Mrs. N. Dlamini, a returned participant, was elected to be Chairperson of this department. The department has "passed the inspection" of two external examiners in primary education. There is really no limit, over time, to the number of students which can be placed in the degree program. The EOPS is on target when one considers the system is capable of producing from ten to twenty B.Ed students per year. Up to now, there has been a shortage of applicants who meet the entry qualifications. However, with the Teacher College graduating their first complement of Primary Diploma holders in 1990, the number of qualified candidates for the B.Ed program should rise considerably. The UniSwa component of this project also offers a two-year part-time diploma program in primary education. It is anticipated that UniSwa will discontinue this program as soon as the colleges are ready to undertake this part-time effort.

3. EOPS: An in-service training program will be in operation through the TIDCs; at least 300 primary school teachers and headmasters will be receiving training during the final year of the project.

Progress: This EOPS is on target and has exceeded all expectations by a factor of 15. Two complete selections of DIES and LITS (District In-service Education Specialists and Local In-service Teachers) have been trained by the project. This cadre of 240 in-service personnel has completed its two-year training program and has returned to their schools. In the final year of the project these trained individuals were used by the in-service personnel working out of the TIDCs. Once a month, at the four Teacher Centers, a special workshop or activity was held for them so that they can continue to serve as local in-service specialists. A third cadre of 90 has been selected and is in its first year of training. To date well over 5,000 primary school teachers have been affected by this program. Officially 320 primary schools have been targeted, but it would probably be difficult to find even one school which has not been touched by the program. Official figures are difficult to keep since "un-invited" schools continue to show up at workshops. At this time over 6,500 primary school workshops have been conducted in the past four and a half years. The In-service Unit has undergone a reorganization. The local staff have taken over all of the in-service activities in this area. They keep the financial records and purchase workshop commodities. Ohio University personnel served only as advisors up to June, 1989. The government of Swaziland has taken up the entire recurrent

expenditures for the in-service activities. This in-service unit has also undertaken the infusion of new curriculum materials, a task previously done by the National Curriculum Centre. In the past two years the original DIES and LITS have been recalled back into service by the Ministry's In-service Unit and are doing work in the infusion of new curriculum materials. At the 1988 National Conference on Teacher Education, one of the recommendations made was to set up a separate In-service Department at the Ministry of Education under the direction of a Director who would be responsible to the Chief Inspector. Recently, this recommendation was approved for implementation. The post of Director has been created; however, the position has not been filled as of January, 1990.

4. EOPS: Library Resource Centers will be staffed, equipped and operating in the TTCs with smaller libraries in the TIDCs.

Progress: Libraries have been set up in all areas mentioned in the above EOPS. A significant amount of funding has been made for the purchase of books and periodicals. Most of the equipment recommended by the library/media consultant has been purchased and delivered to the libraries. The librarians and teacher leaders completed a six month short-term training course conducted by Ohio University. They are now in position and operating these teacher centres with the help of Peace Corps Volunteers. They are now all open for business and operating on full schedules. Great progress has been made with the library and media holdings being put on computer data bases. All TIDC libraries are being computerized. If an inter-library loan system is instituted, the holdings will be greatly expanded. An ERIC system was purchased for UniSwa. This system substantially upgrades the University's library holdings.

5. EOPS: Participant trainees will have taken up their respective posts in the various institutions.

Progress: All participant slots in the project have been filled. The last trained participant returned in December, 1989. All the other participants returned to their former positions as college lecturers, University lecturers, and librarians. One of the Library/Media participants was extended for an eight-month period of time (through April 30, 1989) in order for her to complete a M.Ed degree. The EOPS was met.

6. EOPS: Improved instructional materials will be in use in the TTCs, TIDCs and individual primary schools.

Progress: Instructional materials continue to be developed at all levels throughout the project: at the university, the teacher colleges and in the primary schools. the Teaching Aids Production Kit (TAP Kit), which was developed a year and a half ago, was delivered to over 90% of the primary schools in the country. Orientation workshops were held with headmasters and teacher leaders in each primary school in the country. This was completed, with 99% of the kits installed in the primary schools, the teacher colleges, the teacher centres and the university by mid April of 1989.

7. EOPS: Workshops, conferences, and evaluations carried out as part of the project will have been completed; information will have been recorded and distributed.

Progress: This EOPS was met and has been exceeded in many cases. The Fifth Annual Conference on Teacher Education was held August 28 through September 1, 1990. It was completely funded by the Government of Swaziland. Swazis made the greatest input to the planning of this conference. The Planning Committee for the Sixth Conference has been selected and is now meeting. Staff development workshops have been conducted at the Teacher Colleges, at UniSwa Department of Primary Education and for the in-service lecturers and curriculum designers.

PROJECT OUTPUTS

	Output Targets		Output Status
1.	A revised curriculum will be developed for the pre-service programs at the TTCs; the 1975 "draft" syllabus, which is still in use will be edited throughout and much new material will be incorporated.	1.	College syllabuses (1975) have been completely replaced by a new three-year diploma program. While it will be constantly revised, this is 100% complete.
2.	A variety of teaching aids will be created or adapted for use in the nation's primary schools; teaching kits will be produced and distributed to the schools.	2.	99% complete. The new TAP Kit has further insured the continuation of new instructional materials in the schools. Over 90% of the schools now have these kits. New teaching aids continue to be developed in the In-service Programme.

3.	A new primary teacher education curriculum will be developed and/or modified for use by the UniSwa Faculty of Education.	3.	This is now 100% complete. Year IV students completed the program in April, 1989.
4.	The first class of teacher educators trained at UniSwa will graduate and will be assuming positions at the TTCs.	4.	The first class graduated in June, 1989. The output is on target. Program development is 100% complete.
5.	A new in-service training program will be developed at the TIDCs, and at least 1,100 primary school teachers and headmasters will have received some training.	5.	This output has been exceeded by some 400%. The program is now under the direction of Swazi counterparts.
6.	Library Resource Centres will be established at the three TTCs and smaller library facilities will be established at the four TIDCs.	6.	99% complete. All libraries are established. All except one of the librarians have been trained in the OU program. Additional commodities were being procured to the very end of the project. Journals will continue to arrive through December, 1991. ERIC microfiche will continue to arrive through December, 1993.
7.	A course will be developed to instruct teacher educators (and through them, primary school teachers) in the use of the new libraries.	7.	The course has been developed and implemented at the Teachers Centres.
8.	Skills of nearly 40 TTC staff members will be upgraded.	8.	Exceeded by nearly 500%. Over 200 college staff members have been upgraded through four and a half years of staff development work. In addition, 11 lecturers have received training at the B.Ed or M.Ed level. This is now 100% complete with the Swazi colleges and UniSwa

		lecturers doing Staff Development.
9.	Participant trainees will return from long-term training in the U.S. to positions as directors of Primary Curriculum Unit and Library Resource centers, to the post of Chief Inspector of Teacher Education and as instructors in primary education at UniSwa.	9. 15 long-term participants have returned, 11 to TTCs and 4 to UniSwa. Director of NCC has U.S. degree from another project. Chief Inspector has M.Ed degree from U.K. Seven library resource personnel have completed six months of specialized training.
10.	Four workshops and 12 conferences will be conducted to bring educators from various institutions together to work on common problems and topics of mutual interest.	10. National & regional work shops have risen to about 56 per year. GOS has firmly established the National T.E. Conference on an annual basis paying complete costs.

IV. OVERALL ACCOMPLISHMENTS OF THE CONTRACT

This section of the report will be divided into summary statements related to the major areas of accomplishment achieved by the Swaziland Teacher Training Project. In this way it is felt that a clearer picture of the project plan, implementation and products will be given.

A. A Department of Primary Education at the University of Swaziland.

The development of a functioning Department of Primary Education at the University of Swaziland, staffed by Swazi, had been achieved at the contract's termination. The developmental process will be briefly discussed under the following headings: role of the contractor staff, the B.Ed and Diploma courses of study; the selection and training programs for participants; and

the transfer of departmental responsibilities from the contractor staff to the Swazi staff.

1. Role of the Contractor (Ohio University) Team

In August, 1984 a short-term consultant was employed to work cooperatively with UniSwa and MOE personnel to develop programs and a plan for implementation of the B.Ed and Diploma programs at UniSwa. In January, 1985 one contract specialist was appointed to the staff of UniSwa to continue with the development and implementation plan and to assist in team developed in-service activities. UniSwa gave final approval to begin the Diploma and B.Ed programs in the 1985-86 Academic Year. A second contract specialist was appointed to UniSwa in August, 1986.

Approximately 85 percent of each technician's time was devoted to departmental work with the remainder being given over to in-service education activities.

The first intake of students into the Diploma in Primary Education program was in August, 1985. An intake of students into the B.Ed in Primary Education was delayed until 1986. The delay resulted from the inability of prospective candidates to enter a program of three to four years duration when the GOS funded an employee's salary for only one year of study. This problem was addressed by the awarding of a Kellogg Foundation Grant for $540,000 over seven years to support students to attend the B.Ed in Primary Education program.

Contract assistance was provided to UniSwa from January, 1985 through June, 1989. The assistance was provided by two long-term

advisors and a replacement for one of these advisors for the last six months of this period. In addition, short-term consultants assisted throughout the project in helping to develop courses, in-service faculty and in the selection of instructional materials.

2. The Diploma and B.Ed Programs

The rationale of the Diploma and B.Ed programs was stated as follows in the written presentation to the University of Swaziland Senate:

> Rationale for the Diploma and B.Ed Programmes in Primary Education
>
> The programmes in Primary Education are designed to prepare educational leaders who will assist the Kingdom of Swaziland to increase the quality, efficiency and relevance of primary education. Those educators who graduate with B.Ed degrees in primary education will be qualified to serve as Teacher Training lecturers and those who graduate with diplomas earned in a two-year part-time programme will provide leadership in primary education to area schools.
>
> The undergraduate programmes in Primary Education includes a broad base of general education, knowledge in various subject matter areas, preparation in methodology of primary education and guided field/clinical experiences which combine educational with classroom practice and research.
>
> The major orientation and thrust of the Primary Education Curriculum design is guided by the following principles:
>
> A. The undergraduate programmes in Primary Education are designed to provide students broad knowledge, skills, and effective teaching knowledge for training and assisting pre-service and in-service teachers of Grades 1 through 7.
>
> B. A goal is to educate prospective lecturers and lead teachers to be able to provide instruction on an individual basis, or in small or large group settings.
>
> C. Special emphasis is given to training educators to utilize effectively a wide variety of instructional modes such as learning stations, independent study projects, and multi-media approaches.

D. In addition to specific methods courses in teaching specific content areas the programmes are designed to prepare lecturers and head teachers in basic classroom management, curriculum design and school administration.

E. The B.Ed programme is organized around an extensive series of field and clinical experiences. These experiences range from observational and guided teaching activities at the diploma level; instructional experiences with children in Year 2; and supervision, teaching, curriculum and research activities in TTCs in Years 3 and 4.

F. The B.Ed programme includes instruction pertinent to meeting the needs of exceptional children, diagnosing individual educational needs, and constructing individual or small group instructional plans.

G. The B.Ed degree structure provides a single major in Primary Education with teaching field concentration in one of the following combinations of teaching areas:

1. Language Arts - SiSwati/English
2. Social Studies - History/Geography/Religious Studies
3. Science - Mathematics/Biology/Physical Science
4. Applied Science/Arts - Agriculture/Elementary Technology and Physical Education or Music
5. Applied Science/Arts - Home Economics/Art and Crafts and Physical Education or Music

NOTE: Only the first three of these concentrations have been selected by students who have entered the program.

The proposed plan for the Diploma in Primary Education used the University of Swaziland - Proposed Programmes for the Diploma and B.Ed Degrees in Primary Education submitted by Faculty of Education in March, 1983 as the model and suggested modifications to accommodate the following provisions:

a. Each year of the program contained both professional and content courses.

b. Where possible courses which were currently offered and staffed by university staff were utilized. Where professional or

content requirements of the programs could not be met by current courses new courses were recommended.

3. Admission Requirements and Procedures

Admission to the Diploma program were those described in the University of Swaziland Calendar 1984-85. Applicants for entry to Year 2 of B.Ed (Primary) were required to have a Credit Pass in the Diploma program, teaching experience in primary schools, and three O-Level passes, one of which must be in English.

4. Staffing of the Department

An early task of the contract team was to assist in recruiting participant candidates who would, following the completion of a masters degree, assume roles in the Department of Primary Education (DPE), UniSwa, as lecturers. Each person selected was expected to specialize in elementary education with a concentration in one or more of the following areas:

1. Teaching English as a Second Language
2. Reading/Language Arts
3. Science/Mathematics
4. Administration/Supervision
5. Social Studies
6. Practical Arts

The contract team participated with MOE and University officials in the selection process. Initially 8 participants were selected for training in the U.S. It was understood that three of the group would be assigned to UniSwa when their programs of study were completed. The group departed Swaziland in August, 1985. In

1987 three more participants were sent for training with the understanding that one of the group would join UniSwa in the DPE. Of the second group, one was selected to join the DPE and returned to assume that position, following 24 months of training, in December, 1989.

Upon arrival as staff members in the department in April, 1987, the three new lecturers assumed teaching responsibilities but with a somewhat reduced load. There was usually a period of overlap between the arrival of each Swazi member of the staff and, where applicable, departure of the counterpart contract team member. Most counterpart relationships were positive ones. In order to facilitate the development of cooperative relationships, exchanges of correspondence between the contractor specialists and their Swazi counterparts studying in the U.S. was encouraged.

6. The DPE Student Body

As of the end of the 1989-90 Academic Year the project will have completed the sponsorship of 43 Diploma students and 13 B.Ed students. Only 3 student-years of B.Ed study will remain to be paid by USAID before the Project Completion Date of August 31, 1991.

The numbers of students sponsored by the Teacher Training Project from the onset of the Diploma and B.Ed programs at UniSwa are reflected in the following breakdown by years and numbers enrolled.

Year Enrolled	Diploma Program		B.Ed Program	
1985-86	Year 1	8	0	
1986-87	Year 1	13	Year 1	7
	Year 2	6	Year 2	4
Graduates		3		0
1987-88	Year 1	12	Year 1	5
	Year 2	9	Year 2	8
			Year 3	4
Graduates		7		0
1988-89	Year 1	14	Year 1	3
	Year 2	15	Year 2	7
			Year 3	8
			Year 4	4
Graduates		11		4
1989-90	Year 1	23	Year 1	3
	Year 2	16	Year 2	3
			Year 3	10
			Year 4	6

In the design of the Teacher Training Project, the staffing of the PTTCs with university-educated Swazis was deemed to be the most critical point for influencing and upgrading the national primary education network. The distribution of new degree holders (trained at UniSwa and in the U.S.) among the PTTCs has taken into consideration the unique staffing needs of the colleges; however, all institutions have been recipients of the graduates.

The Diploma graduates, for the most part, have returned to the primary schools as teachers, senior teachers, deputy head teachers and head teachers; however, some were appointed directly to posts as education officers in the MOE.

B. The Participant Training Program in the United States

A total of 22 persons were trained in the U.S. with the sponsorship of the Teacher Training Project. The training was directed primarily toward persons who would return to positions at UniSwa, TTCs and TIDCs. Table 3 provides a listing of participant trainees and information concerning the area of study pursued, length of program and job assignment.

1. Persons Designated for UniSwa

The original staffing design for the DPE at UniSwa called for the establishment of a minimum of four posts, each with separate areas of specialization. The minimum level of professional preparation required by the University for regular appointment is the Masters degree. In view of the fact that there were no Swazis holding this qualification in the area of primary (teacher) education, it was necessary to recruit B.Ed degree holders with the appropriate experience for training to the Masters degree level.

With only minor variations, the training plan for long-term study was implemented as it had been earlier envisioned. All participants selected for study in the U.S. successfully completed their Masters of a broad primary education knowledge base which would prepare the person for his/her professional responsibilities in a university setting. In all instances, the four participants Masters programs went well beyond the minimum number of hours required and included a thesis or a substantial research project.

2. Persons Designated for Teacher Training Colleges

A total of ten persons were sent to the U.S. for long-term

training to upgrade their skills. Eight of these completed a Masters Degree in Elementary Education with specializations appropriate to the positions held in the TTCs; one completed a Masters Degree in Administration and one received a B.Ed with a major in physical education. The time spent in the U.S. by graduate level students ranged from 12 to 14 months.

3. Special Programs in Library and Media

Eight persons were selected to participate in a special six-month course (short-term) in Library and Media. The participants arrived in March of 1988 and seven of them returned in August, 1988. (One was given permission to remain and complete the requirements of a Master's Degree. She remained in the U.S. for an additional eight months and completed a Master's Degree with a specialization in Library/Media and return to a position in a TTC.) A series of specialized workshop and clinical experiences were developed to provide the training desired in areas of library maintenance and media operations for the five persons returning to TIDCs; two persons returning to TTCs and one person returning to the NCC.

C. In-Service Education

This section of the report will present a chronological narrative of the in-service activities of the Teacher Training Project (1984-1989).

Training a cadre of 250 in-service education workshop personnel provided the country with a valuable resource for the continuation of quality in-service education programs. It provided

for an immediate impact on the primary education system by bringing teachers up-to-date on new curriculum and new and better teaching methods. By the end of the first six months of the program evidence could be found in the classrooms. In well over half of the primary schools in the country, various charts, bulletin boards, teaching aids and different types of instructional techniques were in use. The impact of the program is best summarized by a Primary School Inspector who made the following observation in September, 1986.

1. The program is encouraging and assisting teachers to develop their own teaching aids and materials from locally available, inexpensive materials.

2. The program is motivating and encouraging joint planning and development (i.e. spin-off workshops) by teachers, headmasters and inspectors in the field.

3. The program is being perceived as being of assistance in improving teaching to the extent of making a different in examination results (both monthly and end-of-year tests.)

By the end of the fifth year of the project, primary end-of-year school test scores were showing improvement. Periodically, news releases from the MOE attributed the reported improvement in test scores to the increase in in-service education for practicing teachers.

1. Program Strategy

A formal in-service education program was planned for the Swaziland project based upon a "multiplier effect" format (See Figure 1). The basic plan was to cover all areas of the primary school curriculum in a two year period of time. Through the multiplier effect it was anticipated that 160 schools would be

covered during the first phase of the program (May, 1985 through April, 1987). Phase Two ran from May, 1987 through April, 1989, taking it through to the end of the project. In theory, over 320 schools were impacted formally by this in-service education program. In practice, however, nearly all of the 470 primary schools in Swaziland were beneficiaries of this effort.

a. Ten inspectors and/or headmasters were selected from each of the four regions of Swaziland. They were designated as District In-Service Education Specialists (DIES).

b. These DIES, in turn, selected twenty "target schools" in their region. From each "target school" one of the "best" teachers was selected to be a Local In-Service Teacher (LITs).

c. These 40 DIES and 80 LITs comprised the first cycle of the in-service education cadre.

d. The eighty LITs were then asked to select a "sister school" with whom they would work during the two-year program of in-service education. Twenty "target schools" and twenty "sister schools" from each of the four regions made up the 160 schools for the first phase of the program.

2. Curriculum Coverage

In the two year block of time, from May, 1985 through April, 1987, all areas of the primary school curriculum were covered. The plan was set up as follows:

a. During the first year two curriculum areas were selected for emphasis: language arts and mathematics/science.

b. Two week-long residential workshops, conducted by the

Ohio University advisers, were held in two of the regions in the subject area of language arts. At the same time, the other two regions were receiving instruction in the mathematics/science area. Following these week-long residential workshops, the DIES and LITs were then expected to return to their "target" and "sister" schools and conduct similar workshops, of at least a day's duration, in the subject area in which they had received instruction. All materials needed for conducting these workshops were given to the DIES and LITs. These were called "spin-off" workshops.

c. DIES and LITs were given approximately six weeks to complete this assignment.

d. In July, the DIES and LITs were asked to return for a one-day, follow-up workshop in the same curriculum area. This was to reinforce concepts which had been taught, to introduce new material, and to critique what had taken place during the most recent "spin-off."

e. DIES and LITs were then required to call their "target" and "sister" schools together for another "spin-off" workshop of at least a half day's duration.

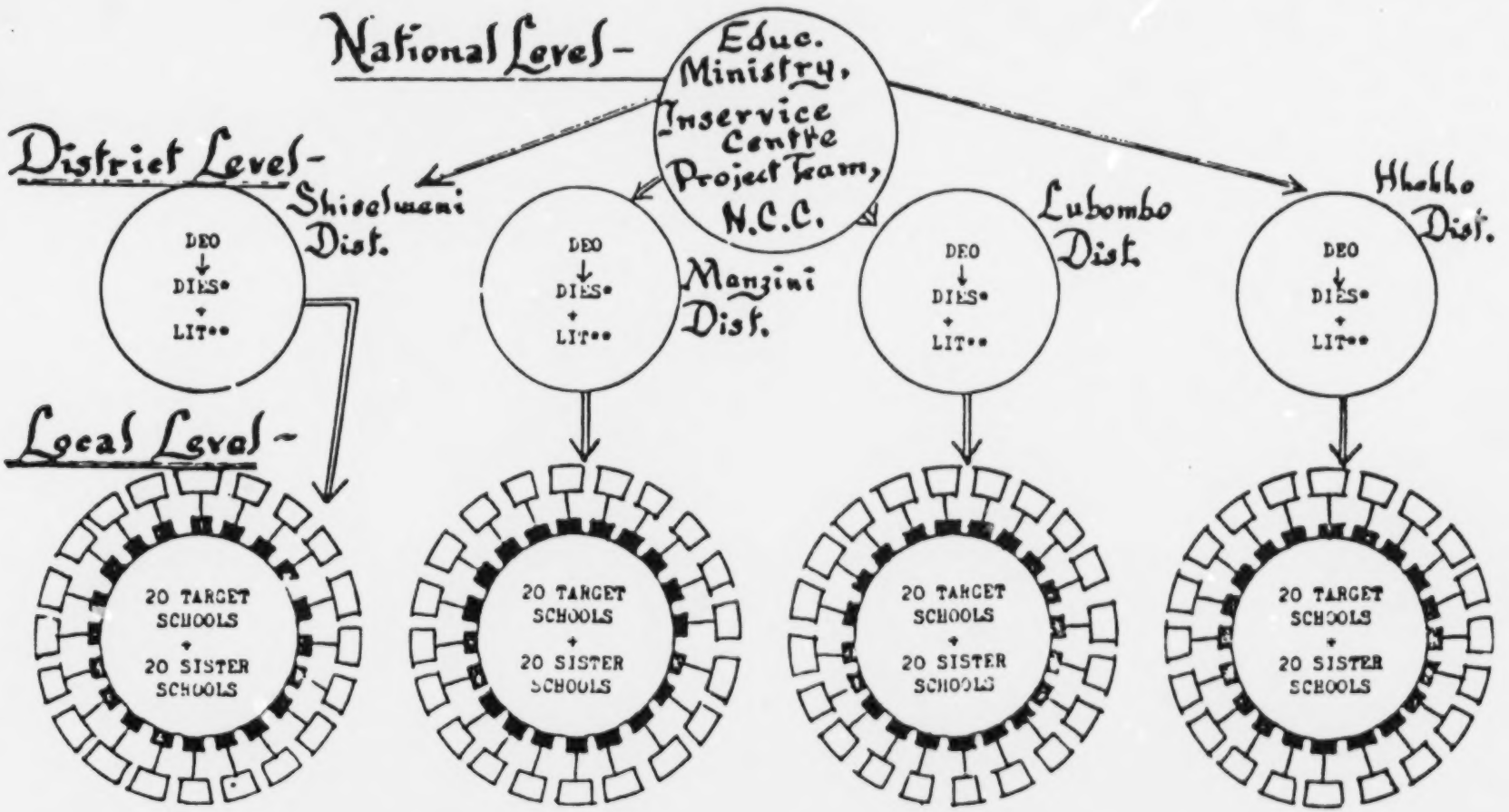
f. Two additional "follow-up" workshops were held and their respective "spin-offs" as described in 4 and 5 above.

In the first six months of the program, a total of four residential workshops and twelve follow-up workshops were conducted by the Ohio University advisors. From these sixteen workshops there were a total of 640 "spin-off" workshops expected.

In late November or early December, emphasis was placed in a

FIGURE 1

In-Service Distribution Plan



*DIES = District In-Service Education Specialists

**LIT = Local In-Service Teachers

new curriculum area. That is, those regions who had received language arts during the first six months received mathematics/science for the next six months, and the regions receiving mathematics/science received language arts for the remaining six months.

In May of 1986 two new curriculum areas were introduced: social studies and practical arts. The entire system was then repeated.

Upon the completion of the first cycle, i.e. May, 1985 through April, 1987, a new selection of DIES and LITs was made and the entire process was repeated for a new set of 160 schools.

3. Statistics

The mathematical progression, which was actually exceeded, for the entire in-service education plan was implemented as follows:

Table 4

Residential, Follow-Up, Spin-Off Workshops

Years	Cycle	Residential	Follow-Ups	Spin-Offs
85-87	I	16	48	2560
87-89	II	16	48	2560
Totals		32	96	5120

Table 5

Personnel Impacted

Years	Cycle	DIES/LITs	Schools	Teachers	Students
85-87	I	120	160	1,600	56,000
87-89	II	120	160	1,600	56,000
Totals		240	320	3,200	112,000

The above is a description of the program as it was planned and carried out. All went as planned until it came to the "spin-off" workshops. Other schools and teachers (not in the "target" and "sister" school population) heard about the workshops being conducted and came as "uninvited guests." As a result of this it was impossible to calculate just how many additional workshops were held. The Chief-of-Party, personally, observed at one "spin-off" location in which seventy-eight teachers from eight different schools attending a "spin-off" workshop where there were supposed to be twenty teachers from two schools in attendance. This amounted to nearly a 400 percent spin-off ratio. While this particular example cited was somewhat unusual, it was not unusual for "spin-off" workshops to be highly over attended by uninvited schools. As a result of the workshops it was observed by school inspectors that in schools with participants in the workshops a wide range of teaching aids were now visible in classrooms throughout the primary schools of the country which have been touched by this in-service program. These include small animal

cages, butterfly nets, flannel boards and figures, shoe box models of the phases of the moon, charts and graphs, twenty-four hour clocks, word wheels, puppets, board games, individual cardboard chalk boards and holders and a variety of kinds of maps of Swaziland and southern African countries--some in the form of jigsaw puzzles.

One MOE official commented that perhaps the best indication of the success of the program is a complaint which has been voiced by inspectors and local teacher leaders that teachers not included in the program are angry at their exclusion and do not wish to wait until the end of the two-year cycle to be included in the next cycle.

4. The Unplanned Agenda

A side effect which was not planned came when the Ohio University team was ready to "discard" the first cycle DIES and LITs and go on to train a new cadre. We thought that the first cycle people would be happy to just return to their schools and carry out their normal load of teaching. This did not prove to be the case. Instead, they rejected the idea of being sent back to their schools and ignored. As a result of this a plan was devised to meet with these first cycle DIES and LITs once per month in the regional teacher centers which had been set up under the project, for some upgrading activities. This, in turn, meant that the first cycle schools had an on-going in-service education program which extended throughout the life of the project and, at least, into the early months following the project.

Institutionalization of In-Service Education

By the time the Ohio University team had left Swaziland, the MOE had made a decision to establish a new Department of In-Service Education at the Ministry of Education under the supervision of the Chief Inspector of Teacher Education and Curriculum Development. A Director of In-Service Education was being sought to lead this effort. The cadre of 240 DIES and LITs became a resource for all types of activities: curriculum workshops, introduction of new teaching methods, and the infusion of new curriculum materials being developed out of the National Curriculum Center. Plans were even being made by the Ministry of Education and USAID to use the DIES and LITs for similar types of service under a new project which was being developed in the area of Educational Policy, Management and Technology.

D. Uses of Short-Term Technical Assistance

The role and function of long-term technical assistance personnel has been discussed earlier in the report. (The names of the long-term technicians, their specializations and dates of service in Swaziland are shown in Table 1.) This portion of the report summarizes the uses which were made of short-term consultants during the Teacher Training contract period, March, 1984 through August, 1990.

Table 2 shows that a total of 19 consultancies and 4 executive visits were carried out during this period by 17 different consultants utilizing 37 of the 40 months authorized in the project

design as proposed and amended. Additional months were reserved by the USAID Mission for use by the external evaluator for the project.

It is interesting to note that the RFTP proposed that nearly fifty percent (50%) of the allotted time for consultancies would be expected to be used to provide library science experts to advise the GOS and contract personnel on books selection, library management and education of persons in the proper use of libraries. In the Ohio University proposal the need for this amount of consultant services devoted to library science experts was questioned and the need for experts in the areas of testing and evaluation and practicals arts was projected.

In reality, as the project was implemented, many areas of need were identified which provided the impetuous for increasing the person months of short-term technical assistance sponsored by the project. As illustrated by information contained in Table 2, expert assistance supplied covered many areas of primary education curriculum, library and media services, self-study and evaluation, curriculum development and staff development. Although each consultancy had its unique aspects all consultants served a variety of audiences including UniSwa staff, TTC lecturers, primary teachers and MOE personnel. Such services were provided through the development of course syllabi, providing workshops, gathering information and preparing reports, making recommendations for books and materials acquisitions and providing counsel to individuals and small groups. (A detailed listing of activities and reports is

provided in the semi-annual reports submitted by the Chief-of-Party to USAID and MOE throughout the life of the project.)

E. Commodities Purchased

Commodities purchased and received as of March 31, 1990 by the Teacher Training Project, totaled $873,908. These commodities included books, periodical subscriptions, equipment, library resources, instructional materials and office equipment and supplies. The purchases made were distributed primarily among the three TTCs, four TIDCs and REO facilities, and UniSwa. A limited number of materials were provided to the NCC. These included maps, books, instructional models and TAP Kits. (For details, see Transfer of Materials documents in USAID files.)

Slightly over 50 percent of the purchases made were contracted locally or within the region. In the early phases of the project, local purchases included audio-visual equipment, computers, instructional materials and printed materials. In August, 1988, Amendment No. 5 was signed. Among other changes made by the amendment, the budget for equipment was increased and $250,000 was set aside for the acquisition of 500 Teaching Aids Production Kits (TAP Kits) to be distributed among the primary schools. The TAP Kit was designed and developed to meet the needs of local schools. Over 500 kits were produced locally and distributed, with nearly 99% success, to primary schools. The goal being to provide at least one kit to each primary school. Manuals and workshops were provided to assist primary educators in the use of the kits.

In addition, Amendment No. 5 designated that the following list of commodities be purchased and distributed to the designated centers in the last 17 months of the project.

University of Swaziland:

ERIC Microfiche Collection and a five-year subscription

Language Laboratory (8 stations)

Collection of Children's Books

Computer and Software

Library Acquisitions

Card Readers for Language Instruction

Dry Mount Press

Mounted Slide Camera & Slide Projector

Video Equipment

Concrete Learning Facilitators (e.g. games, blocks, toys,etc.)

Teacher Colleges:

4 PC-type computers (external drive, printer, software, ups software, table, adapters, ribbons, disks, paper) for Teacher Training colleges

Video equipment (porta-cam, VCR, large color monitor) for WPC

Video equipment (porta-cam, VCR monitor, tripod) for Ngwane College

3 overhead projectors (spare bulbs, film, fotocopy film), one for each teacher training college

Home economics equipment (cookery, needlework, child care, nutrition, family life education) including a prototype kit for Nazarene College

Ceiling mounted projection screen for lecture hall at WPC

15 corner mounted projection screens for classrooms for TTCs

3 film strip projectors with spare bulbs for TTCs

1 16mm motion picture projector with space bulbs and reels for WPC

3 dry mount laminating presses with mounting tissue, backing cloth and laminating film for the TTCs

3 audio-card recorders with teacher record capability for TTCs

3 audio-card readers (card suppplies) for the TTCs

5 audio-cassette tape players for TTCs

Books (PTD syllabus titles and reference collection) for TTCS

3 opaque projectors with spare bulbs and dust cover for TTCs

2 overhead projectors with spare bulbs for Ngwane and WPC

1 camera stand, camera, macro lens and blue light for WPC

3 slide projectors with spare bulbs and trays for TTCs

Books, film strips, audio and video cassettes for the TTCs

Physical Education equipment (per recommendation by Dr. Jacoby for TTCs)

Agriculture equipment (per recommendation by Teachers of Agriculture from Nazarene and William Pitcher)

Teacher Innovation and Development Centers:

4 PC-type computers (external drive, printer, software, ups software, table, adapters, ribbons, disks, paper) for TIDCs

4 four drawer filing cabinets for TIDCs

4 metal stationery cupboards, adjustable with four shelves for TIDCs

4 bottled gas, one-ring burner stoves

4 primus stoves

4 dry press laminators (mounting tissue, backing cloth, laminating film)

Educational film and film strips

Books

Learning kits, teaching aids

2 portable sewing machines

2 generators, petrol driven to produce electricity in remote schools

4 audio-card reader recorders

4 audio-card reader card supply

Bulbs for projectors

4 corner mounted projection screens

1 slide projector with spare bulbs and trays

<u>In-service Unit of William Pitcher Teacher Training College:</u>

4 filing cabinets, four drawer

3 metal stationery cupboards

1 dry press laminator (mounting tissue, backing cloth, laminating film)

1 scanner for stencil making

With the exception of ERIC and some instructional materials, the purchases made from this list were negotiated with companies in southern Africa through special waivers issued by USAID.

The commodities bought in the U.S. consisted mainly of ERIC; instructional kits, games and paraphernalia; and journal subscriptions. Approximately 3,500 books were purchased and shipped to Swaziland to be placed in the libraries of UniSwa, TTCs,

TIDCs and the NCC. Over 150 instructional kits were sent to be used as models and/or in demonstrations with pre- and in-service teachers. A total of 169 subscriptions for selected professional journals were established for the libraries at UniSwa, TTCs and TIDCs and subscriptions for many of these were paid through December, 1991. The ERIC system microfiche for Research in Education for 1979 through 1988 was shipped to UniSwa. Advanced subscriptions for ERIC 1989-1993 were purchased for future shipment. Storage facilities, reference indexes and readers for ERIC were also provided by the contractor.

F. Reports and Papers Prepared

Listed below are the titles of most formal reports and papers which were written during the contract period and are attributed to work directly related to the Teacher Training Project. It is important to note, however, that many written materials which were very important to the achievement of the project goals are not included in the following list. Among the excluded items are the following: course outlines for the Diploma and B.Ed programs, curriculum development syllabi TTCs, workshop handouts for teachers and TTC examinations developed in cooperation with TTC committee.

For the items listed below, the names of the leading author(s) or group primarily responsible for writing the reports and papers are also given. All of the papers listed may be found in the Semi-Annual Reports (SAR).

Title	Author	
Recommended Plan for Implementation of the Diploma and Bachelor of Education Programs in Primary Education	Dr. Albert Leep	1984
The Assessment of Curriculum Needs in Swazi Teacher Education	Dr. Milton Ploghoft	1985
Perspectives on Curriculum Development in Teacher Education	Dr. Milton Ploghoft	1985
Environmental Education	Dr. Irma Allen	1985
Summary of Recommendations for In-Service Education in Swaziland	Dr. Reba Pinney	1985
Overview of Special Education, Identification and Assisting Special Needs	Dr. Barbara Reeves	1986
A Statement of Impact from the Swaziland Teacher Education Project	OU Contract Team	1986
Report from Competency Identification Consultant	Dr. Sam Bolden	1986
The Role of The Teacher as a Councellor	Dr. Sally Navin	1986
The Teacher as a Counsellor-Counselling Services Survey	Dr. Sally Navin	1986
Briefing Paper for Mid-Term Evaluation Team	OU Team	1987
A Guide for Implementation of Self-Study and Institutional Approval for the Teacher Training colleges	Dr. Seldon Strother	1987
Implementing and Improving the Primary Teaching Diploma Physical Education Program	Dr. David Jacoby	1987
Promoting Health in the Primary School	Dr. David Jacoby	1987
When Does Language Learning Occur in Primary Schools?	Compiled by Janet Ramsay	1988

Child Development	Dr. Patricia Baasel	1988
TAP Kit Manual	Dr. Albert Squibb and OU Team	1989
Developmental Tasks of Swazi School Children	Dr. Patricia Baasel	1989

V. LESSONS LEARNED FROM INTERNAL/EXTERNAL EVALUATIONS

The following "lessons learned" are drawn from the evaluations of the Teacher Training Project conducted by external evaluators and from the experience of those engaged in carrying out the project. The lessons learned are organized under the following headings: general, project design, project implementation and specific--in-service.

A. General

1. Cooperation among units is necessary for the success of a project. The cooperation required usually comes as a result of key leaders who view the goals of the project as being important and are willing to jointly give sustained direction and strong leadership to the project. Throughout this project there were such leaders in the MOE, the institutional contractor team, TTCs, among primary teachers and the Swaziland USAID Mission.

2. Special resources are necessary to achieve reform ideas. The Teacher Training Project had the advantage of a good resource base provided by the GOS and USAID for accomplishing its objectives.

3. Time and sustained supportive effort is also necessary to achieve reform ideas. Although the stated goals of the project

were achieved, additional time would have been needed to fully institutionalize some of the efforts made.

For example, UniSwa does have an established Department of Primary Education; however the staff are relatively new in these positions and are trained only to the Masters level. Another example is the Self-Study procedures newly introduced to the TTCs. With three to five more years of supportive guidance and assistance, each of the TTCs would have an opportunity to have realized the full values gained through self-study, planned follow-up and implementation of recommended changes.

4. The establishment of positions and the identification of persons to fill those positions becomes very important in the institutionalization of innovations. With the establishment of the position of Chief Inspector of Teacher Education and Curriculum Development in the MOE, it became apparent to educators that the preparation of teachers was identified by the GOS as a major concern. With the work completed to date in development of the UniSwa Diploma and B.Ed in Primary Education, the three-year diploma at the TTCs and with the appointment of a strong leader in this position, much improvement can be made in the programs designed to prepare primary teachers.

The establishment of a separate In-service Department at the MOE under the direction of a Director sets into place the structure for administering a continuing program of in-service based on the information and successes of the program developed under the

direction of the Teacher Training Project. Additionally, the continuation of a viable in-service program is made more likely by the procedure established, with the assistance of the project contract staff, in which a line item in the MOE budget and an annual work plan is established at the beginning of each year.

5. It should be noted at this point that the GOS was very cooperative throughout the project. Following the first year of the project the GOS was very timely in the payment of its contributions to the project. This resulted from the efforts made by the Chief-of-Party and officials in the Ministry of Education, Ministry of Finance and Department of Economic Planning and Statistics to establish especially to annual budgets and appropriations to support GOS contributions.

B. Project Design

1. The design for the Teacher Training Project provided for interventions at three points in the primary education system: a) the upgrading of serving primary teachers; b) the development of a Department of Primary Education at UniSwa, the graduates of which would go to the TTCs as tutors, the MOE as education officers or return to the primary schools; and c) the upgrading of the curriculum of the TTCs. Limit provisions were made for assisting the NCC other than a one-year assignment for a technical assistant. The limited budget made available in the project design for supplying resources to the NCC restricted the impact that the technical assistant was able to have on the activities of the NCC. No doubt the influence of the technical assistant could have been

greater if the project design had made provisions for direct assistance to the NCC.

2. A project must have the flexibility to change procedures as well as goals if necessary. Such flexibility was provided to the contractor by USAID and the MOE. The capacity to add an eighth person, with a Practical Arts specialty, to extend some of the positions and to increase the amounts available for commodities added a highly significant component to the project which had not been fully envisioned when it was being designed.

3. A distinct advantage established in the project design was that the contractor team members, for the most part, occupied "line" positions in the University, MOE, In-service and NCC as opposed to solely "advisory" roles. The nature of these appointments placed team members in roles which involved them serving on councils and committees, making and implementing administrative decisions and working directly with local agencies and educators. A negative aspect to this arrangement was that the administrative and instructional duties were heavy which limited the time available for orientation of Swazi counterparts.

4. Regular, on-going formative evaluation is necessary to provide feedback information which will show whether the project is achieving the objectives set forth by the project paper. This requires that a realistic plan of evaluation be developed in the early months of the project and that appropriate information be collected and assessed to determine what effects the project is having on primary education. A vitally important aspect of the

evaluation process is the review of internal reports and of the external evaluator's reports by a local committee which can initiate, if needed, changes in the project. Regular meetings of the contract team, advisory groups in the MOE and USAID, and teacher groups also provided opportunities for assessment as well as planning. The semi-annual reports of the contractor, distributed to many educators in Swaziland required that both progress and problems be identified and that work plans for the succeeding six month period be based upon a thoughtful analysis of earlier developments.

5. The Teacher Training Project was focused upon institution building, with a view to establishing structures which would be staffed by personnel who would be qualified both to maintain the institutions and to continue developing them after donor assistance was withdrawn. It was recognized by the MOE/USAID/OU designers of the project that the objectives sought for primary education in Swaziland would in all probability require a period considerably greater than five years. Although the planned follow-on project will sustain the development of some aspects of the Teacher Training Project, others will receive little or no assistance. The programs in primary education at UniSwa and the newly developed three-year diploma program at the TTCs receive little or no attention in the proposed follow-on project.

C. Project Implementation

1. A sustained, deliberate effort must be made at the outset

of a new project to inform target populations of its purpose and objectives; however, informational efforts also need to continue throughout the life of the project, as new local personnel become involved in activities associated with the project and to reinforce the commitments to project goals.

2. While project purposes and objectives are typically fixed in the project design, there are likely to be a number of alternative paths which may be followed in achieving them. The project managers have placed great emphasis upon and faith in the consultative/needs assessment process as a planning aid in choosing from among alternative strategies. Such a process seemed to result in decisions which generally had a high technical quality and at the same time increased their acceptability to personnel who were involved in the implementation. Although the time spent in planning seems to be materially increased as more people become involved, the outcomes of broad-based acceptability of such plans were more than compensating.

3. The introduction of an innovation or a reform must be followed by a plan of implementation which includes close monitoring, provisions for feedback, formative evaluation and the on-going training of personnel involved in the innovation. When the intent is to impact upon a large, complex system of education, as was the case with the Teacher Training Project, a time period of three to five years of continuous, vigorous effort must be anticipated in order to get the innovation accepted and practiced by a critical mass of teachers as a normal, on-going part of the

educational program.

A good example of the monitoring process used by the OU team is provided by the introduction of the TAP Kits to all primary schools. The process began with the development and design of the kit by a team member in consultation with primary teachers and MOE personnel. The designs were submitted for local bids for construction. One company was chosen to build and equip 10 kits. These kits were inspected to determine what, if any, improvements were needed. As the 500 kits were being manufactured a "user" manual was written and the format for a workshop for "users" was developed. A representative of each primary school was given a manual and participated in a workshop before the kit was available to the participating school. At the close of the project it was recommended that a follow-up on the use of the kits be conducted during the 1989-90 school year.

4. In projects which involve a limited number of contract specialists, as was the case with the Teacher Training Project, particular attention must be given to developing "multiplier-effect" strategies for the dissemination and installation of educational changes. Such strategies must, of necessity, focus upon the development and use of leadership teams or groups. In Swaziland, the chief avenue used for the introduction of new educational approaches was the OU team, education officer cadre, TTC lecturers and primary school leaders.

Such an approach provided an extended cadre of resource persons to support the new approaches. It also provided a degree

of status to those involved and tended to give local credibility to the educational innovations.

5. Concerted efforts must be made in the design and implementation of such projects as the Teacher Training Project to understand the education system holistically, and to integrate reform efforts at the various levels within the system. Primary education in Swaziland may be conceptualized as comprising three different levels: the primary schools themselves; the primary teacher training colleges; and the DPE in the university.

Reforms would appear to have their greatest opportunity for impact if they are institutionalized at all three levels. Thus, teacher trainers who are being prepared at UniSwa should be well grounded in educational reform practices; the same reasoning applies to the students who are being prepared in the teacher training colleges to staff the nation's primary school classrooms; and the innovations should be disseminated to serving teachers through well designed programs of in-service education.

6. Careful planning is required if the optimum benefit is to be derived from the use of short-term consultants. Perhaps it goes without saying that requests for consultants should be based upon documented needs related to the project goals. In the project, the use of committees and/or selected persons to assist in developing the terms of reference for consultants assisted greatly in defining specifically the tasks to be undertaken and in laying the groundwork for conducting the actual consultancy. Following such action for each consultant, the GOS made a formal

request for the consultant based on the input from teacher educators and curriculum planners. The OU team and selected persons worked directly with the consultant throughout his or her stay in the country and, in several instances, provided follow-up leadership once the consultancy was completed. The follow-up on consultancies was found to be a vital factor in assuring the continuation and the positive impact of the activities, materials and recommendations made by each consultant. Therefore, it is important that a project have sufficient long-term technicians to assure that the preparation for, assistance with and follow-up will occur with any short-term consultancy.

D. Specific - In-service

The in-service education dimension of the Teacher Training Project was intense and continued as a major component throughout the life of the project. All contractor team members were crucially involved in in-service activities and all of them would likely agree that the experience was valuable, challenging, difficult and at times frustrating, but ultimately rewarding for all concerned. The following lessons were reinforced by the in-service experiences of the project.

1. In-service education must be accepted by both the presenters and the receivers. Initial time in planning and consultation is not wasted time. Programs are much more successful if the "ownership" of the program is shared with as many persons as possible.

2. In-service education must be flexible. Many of the programs that were the most viable during the last year of the project were not envisioned during the early stages of the program. Need assessment results and emerging priorities of teachers must be addressed by in-service topics.

3. In-service courses must be relevant and meaningful. The utilization of local personnel in the delivery system helped deal with questions related to the primary school syllabus, language differences, and rural school issues that were difficult for the OU staff to address. Local teachers working with the OU staff gave course content more credibility.

4. In-service education must be integrated with pre-service education. An important realization was that in-service education cannot be viewed in isolation from pre-service education. For example, if all primary teachers in Swaziland are going to use a revised curriculum guide, the TTCs must introduce the revised guide to their students. If all levels of education do not support newly accepted innovative programs, in-service education will find itself falling further and further behind in its efforts to promote these programs in the primary schools.

VI. RECOMMENDATIONS

The recommendations growing out of the Teacher Training Project relate to the need for support and continuation of initiatives undertaken by the project at UniSwa, with the TTCs and in the in-service program. The basis for the recommendations are

founded on the several formal and informal evaluation reports and the professional judgments of the institutional contractor emerging from the experience of implementing this project.

The major recommendation coming from the project was to continue and expand on the Teacher Training Project for another five year period. Since the proposed follow-up project does not fit this recommendation completely, it is crucial that the GOS sustain the further development of those components which were not included in the proposed project; namely, staff, program and curriculum development at UniSwa and the TTCs.

The specific recommendations which follow are grouped into three categories: 1) recommendation relating to the B.Ed and Diploma in Primary Education programs at UniSwa and 2) recommendations related to the upgrading of the staff and programs at TTCs, and 3) recommendations related specifically to in-service education.

A. <u>B.Ed and Diploma Programs at UniSwa</u>

1. A structure has been set up for a Department of Teacher Education and Curriculum Development at the MOE. This department will continue to function only if strong leadership is present to see that it continues. Much effort will be required to bring the Faculty of Education (UniSwa), the TTCs and leaders of the primary teachers into a cooperative and coordinated arrangement to improve the quality of pre-and in-service education for primary teachers.

2. At present, the Department of Primary Education is

established and the B.Ed in Primary Education program is functioning. Efforts must be made to assist department members to get additional training, to provide replacements during the absence of staff for training purposes and to increase the library and instructional resources required for the new program in Primary Education.

3. Plans should be developed a) to increase the number of faculty members with expertise in areas pertaining to the B.Ed in Primary Education and b) to prepare for the introduction of a Master of Education in Primary Education in the late 1990s.

4. Promote the use of the Kellogg Foundation scholarships for students seeking the B.Ed in Primary Education by a vigorous campaign of advertisements which describe the provisions of the scholarship and encourage those eligible to apply.

5. It is recommended that the Faculty of Education work toward direct enrollment of "0" level students in the B.Ed Degree program. Until this is done a large pool of potential educational leaders in primary education is being ignored.

6. In April, 1989 the B.Ed in Primary Education program produced its first graduates. The Faculty of Education should design a follow-up procedure to be used over the next four years with the graduates of 1989, 1990 and 1991 to determine how well the graduates have been prepared for positions held. Improvements and changes in the program can be based, in part, on the findings of this study.

7. In connection with the follow-up study it is further

recommended that the Department of Primary Education use the Self-Study Guide developed at William Pitcher TTC to do an in-house evaluation of their total program. (Philosophy, objectives, curriculum [syllabi of all courses], student involvement, teaching practice, etc.) Nurturing a positive attitude toward systematic planning for change and improvement in UniSwa and the TTCs was a continual challenge in this project. The self-study, institutional evaluations and follow-up study should encourage the continuation of planning/development processes encouraged by the project staff.

8. It is recommended that the Faculty of Education develop a research agenda for a five-year period of time. The research topics considered should be those which are of practical value, in that they are of importance to the decision making process regarding educational policy and practices in Swaziland. With such an agenda, both funding and research participants can be sought in a systematic manner. Such efforts will serve to identify the Faculty of Education as a vital component for the improvement of Swazi education.

9. Finally, at the Faculty of Education, it is recommended that a guide be developed for the teaching practice program enumerating the duties and responsibilities of all parties involved in the program. A contract should be developed between the College of Education and the cooperating schools to clarify each part's relationship to the practice teaching program.

B. Curriculum and Staff Development at the TTCs

1. The Department of Teacher Education and Curriculum Development should be encouraged strongly to develop annual work plans and timely budget requests from all its units (the Colleges and the National Curriculum Center).

2. It is recommended that each Teacher's College be required to make a self-study every three to five years for the next decade or so and after that on a regularly scheduled basis, using the Self-Study Guide which has been prepared and modified. Such action will encourage systematic planning for changes and improvement in programs and furthermore, encourage the MOE to take a more active role in planning process for teacher education.

3. With the initiation of the three-year diploma in the TTCs, it is imperative that staff development activities be pursued vigorously. All lecturers should have a B.Ed Degree, as a minimum, and a plan should be established to insure that at least one third of the staff of each TTC have a graduate degree (Masters or Doctorate) by 1995.

4. It is recommended that UniSwa, TTCs, and MOE develop a plan of action for dealing with the Diploma in Primary Education program at UniSwa. The program should be phased out or be developed into a specialized program which is different in emphases from that offered by the TTCs and available only at UniSwa.

5. With the TTCs now producing graduates who hold teaching diplomas, it is very important to develop a part-time Diploma Program of Studies to upgrade most of the primary school teachers

who now only hold teaching certificates and that consideration be given to the use of in-service training to allow teachers to obtain certification.

6. The MOE should assist the TTCs to design and implement over the next four years a follow-up study of teachers completing the newly initiated three-year diploma program. The information gained should be analyzed carefully for the purpose of making appropriate modifications in the program.

7. Appreciation and support must be given to both the providers and consumers of in-service education. UniSwa and TTC tutors must be given incentives for participating in in-service activities. Instead many are penalized by losing vacation time or being told that time given to in-service activities could be more profitably spent in writing research. Likewise teachers who participate in long-term in-service workshops should receive some recognition or reward for their efforts. It is recognized that this is a difficult problem to resolve but it is an important issue. Perhaps considering the adoption of a career ladder approach in Swaziland would be a start.

8. The librarians at the TTCs and teacher leaders at TIDCs completed a six month short-term training course conducted by Ohio University. They are now in position and operating these teacher centers with the help of Peace Corps Volunteers. They are now all open for business and operating on full schedules. Great progress has been made with the library and media holdings being put on computer data bases. All TIDC libraries are being computerized.

It is recommended that an inter-library loan system be instituted and that a firm budget be established to maintain and increase the holdings of these libraries.

9. Furthermore, an ERIC system has recently been purchased for UniSwa. Plans should be made to make sure of its maintenance, the orientation of students and staff to its use and provisions for continuation of the annual subscriptions after 1993.

C. In-Service

1. In the past year an Acting Director of a separate and independent In-service Unit, serving under the Chief Inspector of Teacher Education and Curriculum Development, has been appointed and the MOE is developing a plan to upgrade and post a permanent position for this unit. It is recommended that the unit receive a high priority for MOE support. The in-service component of the Teacher Training Project was the most successful and well received of the undertakings of the project. It is important that the momentum of the in-service activities be maintained and provided direction in order to support the activities associated with the proposed follow-up project.

2. In-service activities are expanding and gaining more importance. They are being undertaken through various donor programs, subject panels, etc.. Often they are aimed at the same target population and require the services of the same presenters. Sometimes there are clashes of time or purpose. Therefore it is recommended that the function of overall coordination be the

responsibility of the In-Service Director and his/her team, with approval of programs by the In-service Coordinating Committee.

3. The assistance of the Peace Corps Volunteers who have worked as coordinators of the Teachers Centers has been invaluable. The counterparts with whom they work (the Teacher Leaders) also have curriculum development responsibilities, and therefore cannot always be at the Centers. Thus, the presence of a Peace Corps Volunteer ensures that the Center is open every day to serve teachers, provide individual assistance, and provide security and access to the Center resources. However there has been a big time lapse between the time when a volunteer completes his/her service and a replacement is found. It is recommended that well in advance of the departure of a volunteer, steps be taken with Peace Corps to secure a replacement so that the position at the Teachers Centers is always filled. In addition, it is recommended that the Ministry of Education create a post of Center Coordinator and begin appointing people to staff the Centers on a more permanent basis.

4. The Teachers Centers have been very useful, and their services are expanding. Increasingly, secondary school teachers are availing themselves of the materials (which were originally selected for primary education). Some subject inspectors (i.e. Agriculture and Pre-School) have added materials. It is therefore recommended that the resources of the existing Teachers Centers be increased and diversified to include relevant secondary school materials so that it can better serve both primary and secondary school teachers.

5. It is recommended that more Teachers Centers be constructed, especially to serve the teachers around the areas of Mbabane, Mankayane and Lomahasha.

6. It is recommended that the facilities of the In-service Unit be expanded. Again, the addition of conference facilities is desirable to begin working towards the eventual development of the unit into an In-service Institute. Continuously having to make arrangements for venues and for cooking for in-service workshops takes up much time, money and effort.

7. During the life of the project a projected work plan and budget was developed on a yearly basis and a line item was established in the GOS Budget for the support of teacher education and such things as in-service costs. In the final year of the project a Master Calendar for In-service Activities was developed. It is recommended that both of these procedures become standard practice.